

THE INITIAL STEPS IN DEVELOPING AN INTEREST INVENTORY
BASED ON HOMEMAKING CURRICULUM MATERIALS
OF OKLAHOMA

By

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CHAPTER I

THE IMPORTANCE OF IDENTIFYING INTEREST AS A BASIS FOR TEACHING HOME MAKING

One of the important issues in American Education today is identifying and using student interest in planning an educational program.

The importance of children's interests was not recognized by early educators. The old concept of education was to supply the child with information about previous human experiences, well condensed and logically arranged regardless of whether or not such information was satisfying to the learner. The main concern of education was to produce a well-trained and efficient person. "The old conception of education, based on early philosophy viewed human desires as evil. The first step in educating the child was to break his will. The second step was to force him into the mold of the adult."¹

Since the middle of the eighteenth century there has been a trend in educational theory to recognize the importance of interest in the educational development of the child. Many eminent educational leaders and philosophers led a revolt against ignoring childrens' interests in the educative process.

Rousseau taught that education is development from within, and gave more consideration to the expansion of natural powers than to acquisition of information. Hall calls the attention of educators to the importance

¹Edward K. Strong, Vocational Interest of Men and Women. (Stanford University California, 1943), p. 4.

of observing childrens' interests. The importance of a student's interest as a factor to be recognized within education has been accepted on faith by a great number of educators.

The Kuder Preference Records show that interest preferences are relatively stable and there is a strong relationship between claimed and measured interest.

According to the Committee of the Evaluation of Interests of the Evaluation Staff of the Eight-Year Study, interests may be regarded both as ends and means. The homemaking teacher should capitalize on the interests which her students have at the beginning of a unit or course and use these interests as a guide for selecting learning experiences and introducing new work. Not only are homemaking teachers concerned in using interests to motivate other learning but they are desirous of developing interests as an end in themselves.

In Homemaking Education, a professional bulletin, published by Michigan State University, an interest inventory is designed to give the learner a chance to enter actively into, and deal with, things which interest him and in which he is deeply involved.

Although no single source of information is adequate to provide a comprehensive basis for building the curriculum, the learner plays an important part in providing essential facts and the interest inventory is one method of obtaining some facts. Believing this the writer attempted to develop a homemaking interest inventory to be used with ninth grade students, based on the local school situation and the Oklahoma curriculum materials now available. This homemaking interest inventory is limited to the following areas of homemaking: Clothing and Grooming; Personal and

Family Relationships and Child Development; and Consumer Problems and Management.

This study is based on the following hypotheses: 1. That by using an interest inventory developed by another group it is possible to determine the strength and weaknesses of this instrument for a particular group. 2. That on the basis of these strengths and weaknesses it is possible to develop an instrument which may be more effective in identifying interest of a particular group.

CHAPTER II

EXPERIMENTING WITH AND DEVELOPING A HOMEMAKING INTEREST INVENTORY

What is Meant by Interests?

The term interest is a word in common use, and like other words of its kind, may be variously interpreted. Primarily, the word would seem to indicate a state of feeling, yet it is extended to the objects toward which the feeling extends. Charles De Garmo, Professor of Science Education of Cornell University, says interest is a feeling that accompanies the idea of self-expression and a genuine interest is nothing but the feeling that accompanies this identification of self through action with some object or idea.² It is also said that an individual displays an interest in a certain activity through the choice he makes when it is possible to make a voluntary selection or choice.

According to Spafford, home economics has no value in itself but only in the relation to students' needs and interest, and the needs of society.³ The homemaking teacher should work to be recognized as a person interested in human values, individuals and social conditions of her school and community. Teaching that is planned to meet individual interest and still is sufficiently varied to be acceptable to many different personalities, has been termed as functional teaching. To teach in this manner,

²Charles De Garmo, Interest and Education (New York, 1934), p. 56.

³Ivot Spafford, A Functioning Program of Home Economics, (New York, 1940), p. 41.

it is necessary for teachers to know students' interests and make effective use of them.

Measuring Student Interest

A large number of devices to identify interests have been put on the market. Measurement of the pleasant and unpleasant feelings, which are called subjective interests, has been largely by means of the interest inventory. This may be considered as a standardized form of the questionnaire. The interest inventory is a list of interest situations to which one responds to his likes or dislikes. These can be scored for group interests.

Interest measurement is concerned with interest adjustment, with the increase in pleasure and happiness of the individual. Interest measurement offers a measure of pleasurable associations in social life. It is upon this foundation that interest measurement will probably develop in the future.

The interest questionnaire or inventory was first introduced as a device to stimulate the individual to think about his interests, and to bring before him the problems he should think about. But the interest inventory does more than secure an estimate of the individual's feelings experienced. This makes it possible for the teacher to make estimates and to summarize them into a score indicating interest in a certain field of stimulation; for example, an occupation.

Several interest inventories have been used successfully in measuring various kinds of interest. They include such inventories as: The Strong Vocational Interest Inventory, Kuder Preference Inventory, Johnson Interest

Inventory and many others. The device which closely represented the type of homemaking interest being identified was the Arkansas Homemaking Interest Inventory, therefore it was used as one of the bases for developing a homemaking interest inventory upon the available Oklahoma curriculum materials.

Results of Arkansas Homemaking Interest Inventory

The Arkansas Homemaking Interest Inventory is a check list of two hundred and thirty-four items designed to help homemaking teachers identify quickly the interest of young girls. This inventory is divided into seven areas as follows:

Food and Nutrition

Laundry and Cleaning

House Care

Child Care and Development

Home Nursing and First Aid

Social

Civic and Community

Before administering this inventory to sixty ninth-grade students of Anadarko, Oklahoma, a complete explanation was given as to how to mark the inventory as well as how the results were to be used.

The items on the inventory were checked according to the following directions:

- I. Place an L before each item you like or are interested in.
- II. Place a D before each item you dislike or are not interested in.
- III. Place an I before each item you neither like nor dislike.

TABLE I
RESULTS OF THE ARKANSAS INTEREST INVENTORY

Area	Number of Students Responding	% of L	% of D	% of I
Foods and Nutrition	60	71	15	14
Laundry and Cleaning	60	49	28	23
House Care	60	57	14	29
Child Care and Development	60	82	5	13
Home Nursing and First Aid	60	46	16	38
Social	60	43	32	25
Civic and Community	60	71	9	20

From this general type of information one would know in which area of homemaking the students were most interested. From Table I, it can be seen that Foods and Nutrition and Civic and Community areas received the highest score. These areas could be presented at the beginning of the school year in order to start the homemaking program with an area in which students were interested and enthused. One would know that the lowest marked area was Home Nursing and First Aid and place more emphasis on the presentation of this area.

In the breakdown of the general areas you would know which of the items need the most emphasis. Such information would prove helpful in planning the year's program of work or curriculum.

Reasons for Developing the Homemaking Interest Inventory

Based on Curriculum Materials of Oklahoma

The reason for this study is to develop a homemaking interest inventory to be used with ninth-grade homemaking students for these purposes:

1. Identifying homemaking interests of ninth-grade students.
2. Stimulating further homemaking interests.
3. Using identified interests as a basis for planning the home-making curriculum.
4. Determining the kind of previous training experienced by each student.

The Arkansas inventory did not cover all phases of homemaking; for example, clothing selection, care and construction were not included in the inventory. The general objectives of the Arkansas inventory were not in agreement with those as stated in the curriculum materials of Oklahoma.

Also the grade level at which various things are taught varied considerably; for example Arkansas, according to their inventory, teaches the preservation of food by various methods at the ninth-grade level--curriculum of Oklahoma suggest teaching food preservation at the eleventh- and twelfth-grade levels. The kind of previous training was not included in the Arkansas inventory.

In order to obtain constructive and useable results from an inventory it must measure what is expected to be measured. In doing this the inventory must be adapted to meet the needs, goals and objectives of the local state, school and community situation, which is being studied. It is upon these purposes and beliefs that this homemaking interest inventory is based upon the curriculum materials now available in Oklahoma and also the local school and community facilities.

Steps Used in Developing an Interest Inventory

The first step in developing a homemaking interest inventory would be to identify the various areas involved and list the objectives or goals for each area, as stated in curriculum materials of Oklahoma.

These are the areas and the goals for each area:

CLOTHING AND GROOMING:

Learning more about making one's self attractive

Learning to assume responsibilities for caring for one's own clothing.

Learning to use a commercial pattern.

Make a simple garment for one's self using a commercial pattern.

Learning to assume increasing responsibility for buying own clothes.

PERSONAL AND FAMILY RELATIONSHIPS:

Living happily with our families

Sharing home responsibilities

Sharing family fun

ENJOYING AND CARING FOR CHILDREN:

Appreciating and enjoying children as individuals

Being a reliable child sitter

Entertaining for children

CONSUMER PROBLEMS AND MANAGEMENT:

Appreciating personal values in living

Learning to make wise choices develops skills in buying some items for personal use

Learning to make a personal spending plan

Appreciating the way in which good financial management can increase family happiness

The breaking down of these broad general objectives or goals into more specific objectives or activities is another step in developing the inventory. This should be followed by one setting up a criteria for selecting each item included in the inventory. A plan for recording responses must also be included as one of the steps.

Criteria for Selecting Test Items

In compiling this interest inventory an effort was made to include items representing the following:

I. PREVIOUS PREPARATION, TRAINING EXPERIENCES:

Amount of previous homemaking training in school.

Other homemaking training from 4-H club, other clubs

or organized groups.

Home experiences such as helping with smaller brother or sister, helping with family service, etc.

II. ITEMS WHICH REPRESENT DIFFERENT DEGREES OF INTENSITY OF

PARTICIPATION

Passive participation which represents the lowest level of participation and includes such items as reading, viewing, listening or imagining.

Semi-passive participation or the middle type of participation and includes such items as studying about, writing a report, estimating, and discussing.

Active participation or the most intense form of participation which includes such items as preparing, experimenting with, manipulating and constructing.

III. ITEMS WHICH REPRESENT EACH OF THE BASIC OBJECTIVES OR GOALS AS

LISTED IN THE OKLAHOMA CURRICULUM MATERIAL.

IV. ITEMS BASED ON THE AVAILABLE COMMUNITY RESOURCES SUCH AS

DEPARTMENT STORES, NURSERY SCHOOL, LOCAL RESOURCE PEOPLE,
AND PUBLIC HEALTH DEPARTMENT

V. ITEMS IN RELATION TO THE FUTURE HOMEMAKING TRAINING WHICH A

STUDENT WILL RECEIVE IN SCHOOL AS ESTABLISHED IN THE
OKLAHOMA CURRICULUM MATERIALS.

VI. AUTHORITIES OR SPECIALIST AND SOURCE MATERIALS USED IN SELECTING

ITEMS INCLUDE THE FOLLOWING:

Homemaking text books based on the ninth-grade level of work.

Oklahoma Curriculum Guide.

Personal experience as a teacher.

Other interest inventories such as Arkansas Vocational Interest Inventory, Johnson Interest Inventory and the Michigan State Checklist for Program Planning.

Responses and Their Results

Before administering this homemaking interest inventory, the students will be given a complete explanation as to how the results of the inventory will be used. They will also be told that the findings will be used in group planning rather than for individual counseling or grading. In order to encourage sincere and honest responses students will be asked not to sign their names.

The following instructions will be given students before marking the answer sheet:

Listed is a group of activities which might be of interest to you. Read each item very carefully and select one of the possible answers. Draw a circle around the answer after you make your choice.

Circle L if you are interested in or would like to do this particular thing.

Circle D if you are not interested and would dislike doing this particular thing.

Then circle the following according to previous training:

Circle 1 if you have had previous homemaking training in school.

Circle 2 if you have had homemaking training in 4-H club, other clubs, or organized groups.

Circle 3 if you have had experience at home with this particular thing.

Circle 4 if you have had no training in this particular thing.

Example:

I. To learn the effect color has on increasing or decreasing size of a person.

If a student thought she would like item one and had no previous training her marking for number one would be:

I. (L) D 1 2 3 (4)

From this type of response it would be possible to learn which of these activities the student liked or disliked as well as the type of previous training the student had experienced in each activity.

The answer sheet would look like this:

Circle your answer according to:

- L for items liked
- D for items disliked

Circle answer according to the kind of previous training:

- 1 at school
- 2 in clubs or organizations
- 3 home
- 4 no experience

CLOTHING AND GROOMING

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | L | D | 1 | 2 | 3 | 4 |
| 2. | L | D | 1 | 2 | 3 | 4 |
| 3. | L | D | 1 | 2 | 3 | 4 |

The responses are to be hand scored and tabulated in tables according to general areas and specific activities.

CHAPTER III

INTEREST INVENTORY FOR NINTH-GRADE HOMEMAKING STUDENTS

DIRECTIONS: Below you will find activities which might be of interest to you. Read each item very carefully and select your answer. Draw a circle around the answer on the answer sheet after you make your choice.

Circle L if you are interested in or would like to do this particular thing.

Circle D if you are not interested and would dislike doing this particular thing.

Circle the following according to your previous training or experience.

Circle 1 if you have had previous homemaking training in school.

Circle 2 if you have had homemaking training from clubs or organized groups.

Circle 3 if you have had experience at home with this particular thing.

Circle 4 if you have had no training in this particular thing.

CLOTHING AND GROOMING:

1. To try several shades of lipstick to see which is the most becoming to me.
2. To see a demonstration on applying make-up for teen-agers.
3. To know what makes a clear complexion.
4. To understand how a well-balanced diet can provide nourishment needed by the skin and hair.
5. To try hair styles which are becoming and attractive for teen-agers.
6. To study hair styles for different shaped faces.
7. To learn the correct way of cleaning and brushing the hair.

8. To stand, walk and sit properly.
9. To make good first impressions with people.
10. To improve my figure.
11. To do simple exercises that help improve posture and the figure.
12. To study parts of the body which give off offensive odors.
13. To know the importance of underarm cleanliness.
14. To select colors that will improve my appearance.
15. To know how secondary and intermediate colors are made.
16. To draw and label a color wheel.
17. To learn the colors which harmonize with each other.
18. To increase my ability to select my own clothes.
19. To study about natural and synthetic fibers.
20. To learn new terms in textile finishing.
21. To identify and label some various fabrics according to the type of weave, fiber, etc.
22. To take body measurements in order to select proper pattern size.
23. To read and understand a pattern guide sheet.
24. To identify the various pattern markings and know their uses.
25. To develop good sewing habits.
26. To operate and care for the sewing machine.
27. To make a garment which will look professional when finished.
28. To know how to evaluate my sewing.

CONSUMER PROBLEMS AND MANAGEMENT:

1. To compare wants and needs.
2. To determine where we get our attitudes toward the use of money.
3. To list ways teen-agers can help stretch the family income.

4. To establish ways of eliminating waste in family spending.
5. To recognize the needs of others in the family.
6. To list the factors to consider in making a plan for spending.
7. To set up goals for personal spending.
8. To develop shopping practices which will save time and money.
9. To collect and compare information given on labels.
10. To know when and where to shop.
11. To develop an understanding of good workmanship.
12. To read and evaluate advertisements.
13. To study ways buying skills can be improved.

ENJOYING AND CARING FOR CHILDREN:

1. To observe the play habits of children.
2. To compare personalities of small children.
3. To make friends with a child.
4. To settle arguments between children.
5. To list the things expected of a child sitter.
6. To read stories suitable for small children.
7. To bathe and put a baby to bed.
8. To know what toys are best for children of various ages.
9. To make a toy for a small child.
10. To listen to music suitable for small children.
11. To play games used in playing with small children.
12. To discuss radio and T V programs suitable for small children.
13. To plan a birthday party for a small child.
14. To list the kinds of food served at children's parties.
15. To visit a nursery school.

PERSONAL AND FAMILY RELATIONSHIPS:

1. To learn how to enjoy my home and family.
2. To discuss the individual's needs the family can fulfill.
3. To list the things a family unit should provide for its members.
4. To suggest ways young people can enjoy living with older family members.
5. To develop a hobby for use of leisure time.
6. To plan recreational activities for your family.
7. To make a family time schedule which includes family fun.
8. To explore ways of solving family problems.
9. To plan a party for the family.
10. To determine if hobbies can stimulate and strengthen family living.
11. To establish a family's responsibility to the community in which they live.
12. To see a family council in operation.

ANSWER SHEET

L - Like
D - Dislike

S - School
C - Club
H - Home
N - None

CLOTHING AND GROOMING:

	L	D	S	C	H	N
1.	L	D	1	2	3	4
2.	L	D	1	2	3	4
3.	L	D	1	2	3	4
4.	L	D	1	2	3	4
5.	L	D	1	2	3	4
6.	L	D	1	2	3	4
7.	L	D	1	2	3	4
8.	L	D	1	2	3	4
9.	L	D	1	2	3	4
10.	L	D	1	2	3	4
11.	L	D	1	2	3	4
12.	L	D	1	2	3	4
13.	L	D	1	2	3	4
14.	L	D	1	2	3	4
15.	L	D	1	2	3	4
16.	L	D	1	2	3	4
17.	L	D	1	2	3	4
18.	L	D	1	2	3	4
19.	L	D	1	2	3	4
20.	L	D	1	2	3	4
21.	L	D	1	2	3	4
22.	L	D	1	2	3	4
23.	L	D	1	2	3	4
24.	L	D	1	2	3	4
25.	L	D	1	2	3	4
26.	L	D	1	2	3	4
27.	L	D	1	2	3	4

L D S C H N

9.	L	D	1	2	3	4
10.	L	D	1	2	3	4
11.	L	D	1	2	3	4
12.	L	D	1	2	3	4
13.	L	D	1	2	3	4

ENJOYING AND CARING FOR CHILDREN:

1.	L	D	1	2	3	4
2.	L	D	1	2	3	4
3.	L	D	1	2	3	4
4.	L	D	1	2	3	4
5.	L	D	1	2	3	4
6.	L	D	1	2	3	4
7.	L	D	1	2	3	4
8.	L	D	1	2	3	4
9.	L	D	1	2	3	4
10.	L	D	1	2	3	4
11.	L	D	1	2	3	4
12.	L	D	1	2	3	4
13.	L	D	1	2	3	4
14.	L	D	1	2	3	4
15.	L	D	1	2	3	4

PERSONAL AND FAMILY RELATIONSHIPS:

1.	L	D	1	2	3	4
2.	L	D	1	2	3	4
3.	L	D	1	2	3	4
4.	L	D	1	2	3	4
5.	L	D	1	2	3	4
6.	L	D	1	2	3	4
7.	L	D	1	2	3	4
8.	L	D	1	2	3	4
9.	L	D	1	2	3	4
10.	L	D	1	2	3	4
11.	L	D	1	2	3	4
12.	L	D	1	2	3	4

CONSUMER PROBLEMS AND MANAGEMENT:

1.	L	D	1	2	3	4
2.	L	D	1	2	3	4
3.	L	D	1	2	3	4
4.	L	D	1	2	3	4
5.	L	D	1	2	3	4
6.	L	D	1	2	3	4
7.	L	D	1	2	3	4
8.	L	D	1	2	3	4

CHAPTER IV

RECOMMENDATIONS AND USES FOR THE HOMEMAKING

INTEREST INVENTORY

Today leaders in education recognize that learning to be effective must be related to the interest and needs of the learner. Effective homemaking education must therefore be a vital part of the students' interests. How well we prepare our students to face life's responsibilities is determined to a great extent by an outstanding homemaking educational curriculum.

A homemaking curriculum based upon the interests and previous experience of students should cover all areas of the homemaking program. A good curriculum is not achieved immediately, but is planned over a long period, yet it must be changed from year to year in order to meet the present needs and interests of the students, school and community. A good curriculum should be dynamic and functional.

Five basic steps are essential in planning a curriculum: The obtaining of information regarding student interests to and previous experiences; the setting up of objectives and their interpretation into behavioral outcomes; the determining of the learning needed to achieve the objectives; the selecting of educational experiences for acquiring the learning needed; and the deciding upon ways of measuring the extent to which learning has been acquired.

According to this the homemaking interest inventory should help the writer to accomplish the first of these five steps, thus paving the way

for continued work in the over-all curriculum planning.

The inventory could be used as one of the bases in determining the sequence of the various areas of homemaking into the total homemaking curriculum. For example: If the students' scores indicated the total group was very interested in Clothing and Grooming and least interested in Consumer Problems and Management, it would be advisable to start the year or semester with the area of Clothing and Grooming, because of the total group interest. Later in the term special emphasis and presentation methods could be developed before presenting the area of Consumer Problems and Management to the students, thus student interest might be increased and the subject matter would be more pleasant and meaningful to the students. We must keep in mind that students learn more quickly if they see the need for and are interested in the material being taught.

The previous training or experience a student has experienced in an activity would be useful in planning the curriculum. The teacher could plan a curriculum which would include a new type of training or experience as well as determining which training or experience should be reviewed and how it should be reviewed for the students.

The inventory is likely to be valuable not only to the teacher but to the students as well. It is a device which could stimulate the student to think about his interest and to bring before him some of the problems one should think about.

This inventory must be tried before the actual value or reliability can be determined.

The reliability of such an interest inventory would depend to a large extent upon the careful presentation by the teacher and getting

students to give honest and sincere answers on the inventory. The writer sincerely believes that if such an interest inventory is properly administered and used it will be a very valuable teaching aid.

In order to obtain a complete picture of student interests in homemaking the inventory should be extended, to cover all areas of homemaking as soon as curriculum materials are available.

This study has been limited to the initial steps in the developing of a homemaking interest inventory. The writer feels the two hypotheses have been supported: It was possible through having a group check the Arkansas Interest Inventory to identify some of the weaknesses, and these could serve as a guide in developing an interest inventory based on the curriculum material of Oklahoma. This inventory must be properly administered before the quality or reliability of the inventory can be stated.

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APPENDIX

ARKANSAS INTEREST INVENTORY as used by the writer:

Check the following items according to one of the following:

1. Place an L before each item you like or are interested in.
2. Place a D before each item you dislike or are not interested in.
3. Place an I before each item you neither like nor dislike.

FOODS AND NUTRITION:

1. Prepare and serve breakfast.
2. Prepare and serve lunch.
3. Prepare and serve dinner.
4. Plan the family meals for a week.
5. Buy groceries for the family.
6. Learning the cooking principles used in the preparation of common foods.
7. Pay special attention to appetite appeal in menu planning.
8. Give special attention to serving foods at the correct temperature.
9. Plan and serve "quick meals" that are balanced and appetizing.
10. Use an automatic range or cooker.
11. Correctly store staple foods.
12. Seeing motion pictures about storing foods.
13. Having experience in storing left-over foods.
14. Using left-over foods in menus.
15. Buying food on a definite amount of money per week.
16. Planning and serving meals at various cost levels.
17. Having experience in selecting suitable quality in foods.
18. How to save time and energy by planning buying.
19. Being responsible for table decorations.
20. Caring for milk, milk containers and equipment.
21. Making motion studies of dish washing.
22. How to set the table correctly.
23. Making motion studies of table setting.
24. Preparing meals other than simple family style.
25. How to care for china, crystal and silverware.
26. Considering and practicing the steps in cooking a meal.
27. Make motion studies of meal preparation.
28. Planning, preparing and packing a balanced lunch.
29. Preparing common foods in different ways.
30. Using "packaged food mixes."

31. Comparing the cost and time element of prepared "mixes" with home-made mixes.
32. Determining the need for the "basic seven" each day.
33. Learning the food requirement for the various age levels.
34. Learn to like new foods.
35. Improving personal appearance through eating habits.
36. Serving vegetables in new and attractive ways.
37. Scientifically cooking protein foods.
38. Cooking vegetables and fruits so they will retain the maximum minerals and vitamins.
39. Giving special attention to preparing meals with adequate amounts of protein foods.
40. Using a pressure sauce pan.
41. Cleaning and dressing poultry.
42. Cutting up fowls for frying.
43. Doing meat carving.
44. Cooking and serving game.
45. Learning to section a grapefruit or an orange.

FOOD PRESERVATION AND CONSERVATION :

1. Planning the family's food in terms of amount per person per year.
2. Obtaining experience in the preservation of the different types of foods.
3. Planning and caring for a garden to increase the family food supply.
4. The storing of home grown foods.
5. How to raise and care for poultry to increase the family food supply.
6. How to can fruit.
7. How to freeze fruits.
8. How to successfully freeze vegetables.
9. How to can meat and poultry.
10. How to can vegetables.
11. Make a study of the equipment needed for preserving different types of foods.
12. Organizing working space and equipment for efficiency in food preservation.
13. Using the hot water bath method for canning.
14. Preserving food by brining and pickling.
15. Making jellies, jams and preserves.

LAUNDRY AND CLEANING :

1. Doing your own laundry.
2. Doing the family laundry alone.
3. Laundering curtains.
4. Using curtain stretchers.
5. Laundering table linens.
6. Laundering woolen fabrics.

7. Laundering rayon fabrics.
8. Laundering cotton fabrics.
9. Laundering nylon fabrics.
10. Laundering silk fabrics.
11. Removing stains from various kinds of fabrics.
12. Mending and storing linens.
13. Successfully laundering colored fabrics.
14. Making and using starch.
15. Observe the steps in correctly doing a family laundry.
16. Using the different types of starch.
17. Making motion studies of hanging family laundry.
18. Doing cleaning at home and observing safety precautions.
19. How to use and care for an iron.
20. Pressing woolen garments.
21. Ironing ruffles.
22. Making motion studies of ironing.
23. How to use and care for a washing machine.
24. How to use and care for an electric mangle or ironer.
25. How to use and care for an automatic clothes drier.
26. How to launder quilts and comforts.
27. How to wash blankets.
28. Washing and ironing a man's shirt.
29. Doing a baby's laundry.
30. Doing laundry at a help-self laundry.

HOUSE CARE:

1. Being responsible for cleaning the entire house.
2. Being responsible for the care of your own room.
3. Being responsible for the care of the bathroom.
4. Making motion studies for the care of the bathroom.
5. Making motion studies for bed-making.
6. Defrosting and cleaning a home freezer.
7. Defrosting and cleaning a refrigerator.
8. How to clean an ice box.
9. How to clean and regulate a gas range.
10. How to use an automatic oven thermostat.
11. Using and caring for an automatic electric roaster or oven.
12. Using and caring for a floor furnace.
13. How to use and care for the upright type vacuum cleaner.
14. How to use and care for an electric mixer.
15. How to use and care for an electric coffee maker.
16. Using and caring for an electric toaster.
17. Using and caring for an electric waffle iron, grill, griddle or ice-cream freezer.
18. Using a carpet sweeper.
19. Clean and oil an electric fan.
20. Clean and regulate a sewing machine.
21. Operating more than one kind of sewing machine.
22. How to clean, paint or varnish surfaces.

23. How to clean wall finishes.
24. How to clean upholstery.
25. How to launder slip-covers.
26. Cleaning venetian blinds.
27. Cleaning light fixtures.
28. Removing finishes from wood.
29. Cleaning and polishing furniture.
30. Cleaning and caring for hard-wood floors.
31. Cleaning linoleums, rubber tile and asphalt tile floors.
32. Repairing rugs and carpets.
33. Planning the storage of clothing within your closets.
34. Knowing how to cut off gas, electricity and water sources in your home.
35. Regulate gas and electric appliances.
36. Make simple carpenter repairs.
37. How to carry out simple household tasks by reading and following directions.
38. Studying furniture arrangement for your room.
39. A study of artistic arrangement of flowers.
40. Applying the principles of art involved in selecting and using pictures, rugs, etc., for the home.
41. How to make simple, inexpensive curtains.
42. Re-upholster a simple piece of furniture.
43. Know what to look for in renting an apartment or house.
44. How to select household equipment and furnishings.
45. How to check your house for safety and accident hazards.

CHILD CARE AND DEVELOPMENT:

1. How to prepare a formula for a baby.
2. How to feed a baby.
3. How to prepare food for a year-old child.
4. How to bathe a baby.
5. Completely dress a baby.
6. Select proper toys for a year-old child.
7. Select or make a toy for a baby.
8. Purchase clothing for a child.
9. Making clothing for small children.
10. Assisting a child in forming desirable habits.
11. Making simple pieces of furniture for a child.
12. Selecting educational material for children.
13. Participate in a family council.

HOME NURSING AND FIRST AID:

1. Learn to recognize the symptoms of common illness.
2. Care of persons with minor illnesses.
3. How to care for patients with contagious diseases.
4. Prepare special diets for ill people.

5. Prepare and serve an attractive meal tray for a bed patient.
6. How to change the bed linens when the patient is too ill to be moved.
7. Make special equipment for the comfort of the ill.
8. Select or prepare entertainment for the convalescent.
9. Treating a person with minor burns.
10. How to care for bruises, cuts and wounds.
11. How to apply a simple bandage.
12. How to recognize symptoms of fainting.
13. Learn to recognize "common emergencies."

SOCIAL:

1. Entertaining guest at a formal meal.
2. Entertaining guest at an informal meal.
3. Entertain at a tea.
4. Entertain at "impromptu" parties.
5. How to entertain at a "buffet" meal.
6. How to entertain unexpected guest.
7. How to entertain guest over the weekend or longer.
8. How to entertain older or distinguished guest.
9. Know how to be a guest.

CIVIC AND COMMUNITY:

1. Plan and care for an attractive yard.
2. Plant and care for flowers in the yard.
3. How to plant and care for house plants.
4. Participate in a community "clean-up" campaign.
5. Help plan wholesome community recreation.
6. Observing the work of local civic organizations.
7. Participating in community educational programs.
8. How to work and play with people who have decidedly different opinions from your own.

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VITA

Lovella Pattrick

Candidate for the Degree of

Master of Science

Thesis: THE INITIAL STEPS IN DEVELOPING AN INTEREST INVENTORY BASED
ON HOMEMAKING CURRICULUM MATERIALS OF OKLAHOMA

Major Field: Home Economics Education

Biographical:

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